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The development of Turkish students' lingua cultural competence in learning Kazakh

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Abstract

The problem of formation of lingua cultural competence of Turkish students in Kazakhstan is of great importance with the development of cultural, economical and educational connections between countries. The problem of conflicts between “own” and “foreign” cultures is connected with the problem of understanding and respecting the values of “foreign” culture, different life style, stereotypes and bias. The principles of language studying via “foreign culture” are topical and effective nowadays and lead to substituting communicative oriented approach to language learning by cultural oriented one. Cultural awareness of foreign students is a condition of successful language learning and the means of cognition of their “own” culture which reduce the distance in intercultural communication. Knowledge of cultural aspects gives the opportunity to develop interpersonal qualities and get rid of negative stereotypes. Cultural awareness is necessary for forming skills of choosing adequate behaviour strategies. In the article factor analysis, investigation of personal intercultural competences, the choice of effective strategies for intercultural communication for effective Kazakh language learning by Turkish students are given full attention. The present study has been conducted with 20 Turkish students studying in Kazakhstan. Having investigated the problem it was specified that using the nationally oriented lexis makes possible to overcome the problems of misunderstanding and have mutual understanding and respect other culture. The cultural errors are more suffering than linguistic ones. That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio linguistic peculiarities and uniqueness of national cultures.

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Keywords: lingua cultural competence; culturally oriented lexis; cultural concepts; intercultural communication.

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1. Main text

1. Introduction

Formation of lingua cultural competence of Turkish students in Kazakhstan is of great importance with the development of cultural, economical and educational connections between two countries. But strengthening the ties between countries can also course a problem of native culture collision with foreign cultures. The problem of conflicts between “own” and “foreign” cultures is connected with the problem of understanding and respecting the values of “foreign” culture, different life style, stereotypes and bias.

However, despite the significant scientific interest and importance of the results of researches, the problem of the formation of lingua-cultural competence of non-native students has not got to date and paid proper scientific attention. The cultural errors are more suffering than linguistic ones and make negative impression (Tomalin, 1996). That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio linguistic peculiarities and uniqueness of national culture.

2. Purpose of research

The research work presented aims to contribute to the methods of forming lingua cultural competence of Turkish students because cultural awareness is necessary for forming their skills of choosing adequate behaviour strategies. The knowledge of cultural aspects gives the opportunity to develop interpersonal qualities and get rid of negative stereotypes (Hall, 1990). Lack of language knowledge, traditions and modern features of the Kazakh culture become a need to educate Turkish students who can feel free in dialogues between two cultures. It should be mentioned that a foreign language itself is not only system of linguistic knowledge, but also a knowledge system about the social norms, religious values, and a set of relations between people (Aaron, 2006). Accordingly, lingua cultural competence is one of the main components in the study of a foreign language.

The main reasons for being formation of lingua cultural competence problematic are lack of understanding of generally accepted lingua-cultural competence as a complex of cultural and educational phenomenon that requires specially organized measures for its establishment; inadequate technology measurement and evaluation of the results of lingua-cultural competence of non-native students to the modern requirements; undeveloped methodological aspect of lingua-cultural competence formation of non-native students in terms of their language training.

3. Methods

Lingua cultural competence of non-native students is a kind of competence, including knowledge of different cultures and norms of interaction with its representatives, effective verbal communication skills, and intercultural communicative skills necessary for the implementation of speech activity.

In this paper we proposed the methods of language studying via “foreign culture” which are topical and effective nowadays and lead to substituting communicative oriented approach to language learning by cultural oriented one. Cultural awareness of Turkish students is a condition of successful language learning and the means of cognition of their “own” culture which reduce the distance in intercultural communication. Lingua cultural competence as the integrative quality of the person, including the knowledge and skills related to the selection, assimilation, processing, transformation and practical use of information the experience of cross-cultural communication and personal qualities is necessary for its successful implementation in other culture. In this regard, one of the most important trends in educational development is the use of a competent approach as an application of related skills in practice of communication, cultural and social competencies. Despite the fact that this issue is being discussed in the scientific and educational literature the cognitive approach is dominated, and the students are “forced” to remember large amounts of information in order to develop basic competencies necessary for successful speech activity.

4. Discussion

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